

Progression in English



Intent

At our school, our intent for is that our children are able to read, write and speak confidently and fluently. We want our children to read and write spontaneously and with enjoyment. We strive to develop this passion for English so this may aid them in later life and enable them to be lifelong learners.

All children are expected to succeed and make progress in English from their starting points.

*Our intent for **Speaking and Listening** is that all children are able to express their opinions, articulate their feelings and listen to and respond appropriately in a range of situations.*

We encourage and want them to confidently participate in discussions where they can present their ideas and value the views of others.

*Our intent for **Reading** is that all children are able to read with confidence and fluency. We aim to enable our children to become lifelong learners and we see Reading as being the key to this. We intend for our children to develop a love of reading and have the skills of comprehension and fluency, to understand fully what they read.*

*Our intent for **Writing** is that the children are able to express their thoughts and ideas clearly through the written word. We aim to create writers that can re-read, edit and improve their own writing and use the skills of grammar, punctuation and spelling. We expect our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imagination to flourish.*

Implementation

The implementation of our English curriculum is based on the National Curriculum. Teachers teach skills needed to succeed in English providing examples of good practice and high expectations.

Children are taught to apply their skills learnt throughout all aspects on the English curriculum and the wider curriculum.

Ambitious vocabulary is taught explicitly and is expected to be applied in everyday situations.

Reading and Writing is assessed using the school's designed assessment system, where the staff and children work on targets to ensure progress within these areas. These are visual to the children to ensure they understand all the elements that are included within the different strands and are part of their learning journey in English. The children are assessed regularly and support given where needed with targeted interventions.

EYFS have continuous provision that focuses on all elements of the English curriculum. They also have adult led tasks and English based weekly challenges. They are continually assessed using Tapestry and this generates their end of year assessment point.

Speaking and Listening

Approaches to teaching and learning encourage the children to voice their ideas in small group and class discussions-this allows them to share ideas and explain concepts with peers to enhance their learning.

Specific vocabulary is embedded across the curriculum.

Reading sessions encourage children to explore unfamiliar vocabulary and expand their knowledge of words. Staff model the correct grammar in speech and encourage the children to reflect this in their use of language.

Drama and role-play is used to explore and engage our pupils in their learning. All children participate in a performance towards an audience; this allows them to develop their skills in performance to a variety of audiences.

Reading

All KS1 children have daily Phonic lessons and those who need further Phonic intervention in KS2 have accessed to this also. They take part in daily VIPER Reading sessions, where they are exposed to a variety of different text types and they can demonstrate and develop their understanding and thinking. Staff use the VIPERS to ensure all reading domains are planned for. Teachers model the reading skills required and the children are given the opportunities to practise and apply these.

Children also participate in shared reading within their class and across the school when permitted. Children also have individual reading books that they are able to take home and share at home – these are phonic related in KS1 and banded in KS2. We expect our children to read at home every day.

We engage in supporting Reading for Pleasure to support instilling a love of reading into the children. Staff read to children and allow the children to read aloud as well.

Writing

In order to help us develop confident, enthusiastic writers our children have regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose that allows the children to engage and illustrate how to use their writing skills. Our children have at least one session per week that is dedicated and planned for sustained writing tasks. This allows them to develop and enhance ideas and develop stamina for writing. Teachers model what good writing looks like as a scaffold and support for them. Children learn spellings at home each week and these are tested in school, spelling is also taught as part of Phonic and Grammar sessions.

Children are given opportunities to review their own writing, edit and improve it. Children have discreet handwriting sessions to ensure they are developing a fluent style.

Impact

At our school, our impact is not only measured by whether children meet age related expectations but whether the children are able to retain the knowledge and skills learnt and apply year on year.

Speaking and Listening

In a safe and encouraging environment our children develop into confident communicators who have good skills in listening and speaking with kindness and empathy and explain with clarity and confidence.

We aim for our children to understand that through speaking and listening effectively, misunderstandings can be addressed and relationships enhanced.

Reading

By the time our children leave our school, they are competent, fluent readers who can recommend books to their peers, have a thirst for reading a range of genres and can participate in discussions about texts, including evaluating authors use of language and what impact this can have on the reader.

They can also read books to enhance their knowledge and understanding of all subjects on the curriculum.

Writing

By the time our children leave our school, they are competent and fluent writers that have progressed from their personal starting points. They should be able to write in a range of styles and understand what makes each style different. They should have acquired a wide range of vocabulary and know how to use this within their writing. Importantly they will have developed a love of writing and be well equipped for the rest of their education.

Curriculum requirements:

EYFS requirements:

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

National Curriculum for English:

The full guidance for English can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Through the guidance all children should be taught:

Spoken language – all years

Pupils should be taught to:

- *listen and respond appropriately to adults and their peers*
- *ask relevant questions to extend their understanding and knowledge*
- *use relevant strategies to build their vocabulary*
- *articulate and justify answers, arguments and opinions*
- *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- *speak audibly and fluently with an increasing command of Standard English*
- *participate in discussions, presentations, performances, role play/improvisations and debates*
- *gain, maintain and monitor the interest of the listener(s)*
- *consider and evaluate different viewpoints, attending to and building on the contributions of others*
- *select and use appropriate registers for effective communication*

Reading – all years

Pupils should be taught:

- *Word reading*
- *Comprehension*

Writing –all years

Pupils should be taught:

- *Transcription*
- *Handwriting*
- *Composition*
- *Vocabulary, Grammar and Punctuation*

Progression of Speaking and Listening through the school

| | | EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
|-----------------------------|--|---|--|--|---|
| Oracy and Vocabulary | Sentence stems | <ul style="list-style-type: none"> ▪ I like... ▪ I don't like... ▪ One day... ▪ Next... ▪ In the end... ▪ I think...because... | <ul style="list-style-type: none"> ▪ I like / don't like... ▪ Because... ▪ I think... happened ▪ I feel that... ▪ Next time I ... ▪ First, next... ▪ I agree / disagree... ▪ They are similar / different...because... ▪ I know this because... ▪ Next time I could... ▪ It was interesting because... ▪ I like the part where... ▪ I predict that... | <ul style="list-style-type: none"> ▪ An argument for/against is... ▪ I understand, however... ▪ It appears to be... ▪ I understand that depending on... ▪ I understand your point of view... ▪ Maybe next time you could try... ▪ My opinion is... ▪ You could improve this work by... ▪ It was successful because... ▪ Most reasonable people would agree that... ▪ Due to ... subsequently... | <ul style="list-style-type: none"> ▪ In my opinion... ▪ I have 2 main reasons for... ▪ On the one hand... ▪ I am convinced that... ▪ In some ways... ▪ However they also differ... ▪ Perhaps some people would argue... ▪ Furthermore they... ▪ It is clear that... ▪ I deduce that... ▪ Another feature they have in common... ▪ The similarities/differences are significant because... ▪ This infers... ▪ Having considered... this is supported by the fact that... ▪ Possible improvements may include... |
| | Vocabulary | <p>Word letter sentence page story tale</p> | <p>Author fiction non-fiction rhyme story Letter capital letter word sentence singular plural Setting plot illustrator character alliteration rhythm beats simile narrator chapter pattern punctuation full stop question mark exclamation mark statement question exclamation command compound suffix adjective adverb verb tense (past, present) noun noun phrase apostrophe comma</p> | <p>Myth legend fable script scene act narrative hook dialogue hero villain first person metaphor onomatopoeia genre point of view resolution novel haiku cinquain kennings preposition conjunction determiner pronoun possessive pronoun adverbial word family prefix clause subordinate clause direct speech vowel consonant inverted commas</p> | <p>Classic figurative language imagery climax theme personification humorous free verse rap couplets flash back epilogue prologue protagonist antagonist convention twist mood style parody cliché biography autobiography tragedy comical modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity subject object active passive synonyms antonyms ellipsis hyphen colon semi- colon bullet points</p> |
| Listening Skills | <ul style="list-style-type: none"> ▪ To listen attentively in a range of situations ▪ To give their attention to what others say and respond appropriately, while engaged in another activity. | <ul style="list-style-type: none"> ▪ To listen carefully and respond with increasing appropriateness to what is being said. ▪ To make an appropriate contribution when speaking in a small group. | <ul style="list-style-type: none"> ▪ To listen carefully in a range of different contexts and usually respond appropriately to both adults and peers. ▪ To make timely contributions and ask questions in conversations that are responsive to other's ideas and views. | <ul style="list-style-type: none"> ▪ Participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. ▪ To give constructive feedback on their listening skills. | |
| Follow instructions | <ul style="list-style-type: none"> ▪ To follow instructions including more than 2 ideas or actions. | <ul style="list-style-type: none"> ▪ To fully understand instructions with more than one point in many situations ▪ To seek clarification when a message is not clear. ▪ To attempt to follow instructions before seeking advice | <ul style="list-style-type: none"> ▪ To follow instructions in a range of unfamiliar situations ▪ To recognise when it is needed and ask for specific additional information to clarify instructions. | <ul style="list-style-type: none"> ▪ To follow complex directions/multi-step instructions without the need for repetition. | |

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| Ask and answer questions | <ul style="list-style-type: none"> ▪ To ask appropriate questions of others. ▪ To answer 'how' and 'why' questions about their experiences. ▪ To respond to stories and events. | <ul style="list-style-type: none"> ▪ To show that they are following a conversation by asking relevant questions. ▪ To answer questions using clear sentences. ▪ To begin to give reasoning behind their answers. | <ul style="list-style-type: none"> ▪ To generate relevant questions to ask a specific speaker / audience in response to what has been said. ▪ To regularly offer answers that are supported with justifiable reasoning. | <ul style="list-style-type: none"> ▪ To regularly ask questions relevant to extend and deepen their understanding and knowledge. ▪ To articulate and justify answers with confidence in a range of situations. |
| Drama, Performance, Confidence | <ul style="list-style-type: none"> ▪ To express themselves effectively, showing awareness of listeners' needs. ▪ To speak confidently in a familiar group, and will talk about their ideas. | <ul style="list-style-type: none"> ▪ To speak confidently and clearly within a group, so that their message is clear. ▪ To practise and rehearse reading sentences and stories aloud. ▪ To take on a different role in a drama or role-play and discuss the character's feelings. ▪ To recite simple poems by heart. | <ul style="list-style-type: none"> ▪ To use intonation when reading aloud to emphasise punctuation. ▪ To practise and rehearse sentences and stories, gaining feedback on their performance. ▪ To discuss their language choices of other speakers and how this may vary in different situations. ▪ To prepare and perform poems and play scripts with appropriate techniques. | <ul style="list-style-type: none"> ▪ To participate confidently in a range of different performances, role-play exercises and improvisations. ▪ To confidently perform texts using a wide range of devices to engage the audience for effect. ▪ To gain, maintain and monitor the interest of the listener using intonation, tone, volume and action. |
| Vocabulary building & Standard English | <ul style="list-style-type: none"> ▪ To use past and present forms accurately when talking about events. | <ul style="list-style-type: none"> ▪ To use subject specific vocabulary to explain, describe and add detail. ▪ To suggest words and phrases appropriate to the topic. ▪ To vary language according to the situation between formal and informal. ▪ To usually speak in grammatically correct sentences. | <ul style="list-style-type: none"> ▪ To use vocabulary that is appropriate to the topic and/or the audience. ▪ To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. ▪ To recognise powerful vocabulary in stories/texts that they read or listen to and begin to try to use these words in phrases in their own words. ▪ To know and use language that is acceptable in formal and informal situations with increasing confidence. | <ul style="list-style-type: none"> ▪ To know and use language that is acceptable in formal and informal situations with increasing confidence. ▪ To use adventurous and ambitious vocabulary in speech which is appropriate to topic, audience and purpose. ▪ To speak audibly, fluently and with a full command of Standard English in all situations. ▪ To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. ▪ To confidently explain the meaning of words and offer alternative synonyms. |
| Speaking for a range of purposes | <ul style="list-style-type: none"> ▪ To use talk to organise, sequence and clarify thinking, ideas, feelings and events. | <ul style="list-style-type: none"> ▪ To talk about themselves clearly and confidently. ▪ To verbally recount experiences with some added interesting details. ▪ To retell simple stories and recounts aloud. ▪ To offer ideas based on what they have heard. | <ul style="list-style-type: none"> ▪ To organise what they want to say so that it has a clear purpose. ▪ To give descriptions, recounts and narrative retellings with specific detail to engage listeners. ▪ To begin to debate issues and make their opinions clear. ▪ To adapt their ideas in response to new information. | <ul style="list-style-type: none"> ▪ To communicate confidently across a range of contexts and to a range of audiences. ▪ To articulate and justify arguments and opinions with confidence. ▪ To give well structures descriptions, explanations, presentations and narratives for different purposes. ▪ To use spoken language to develop understanding through speculating, imagining and exploring ideas. ▪ To participate in debate/arguments and use relevant details to support their opinions. |

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| <p>Participation in discussions</p> | <ul style="list-style-type: none"> ▪ To listen and respond to ideas expressed by others in conversation or discussion. | <ul style="list-style-type: none"> ▪ To give enough detail to hold the interest of the participants in discussion. ▪ To engage in meaningful discussions that relate to different topic areas. ▪ To remain focused on a discussion when not directly involved and be able to recall the main points when questioned. | <ul style="list-style-type: none"> ▪ To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. ▪ To begin to challenge opinions with respect. ▪ To engage in meaningful discussions in all areas of the curriculum. | <ul style="list-style-type: none"> ▪ To develop, agree to and evaluate rules for effective discussions. ▪ To maintain attention and participate actively in conversations- staying on topic and initiating and responding to comments with confidence. ▪ To engage in longer and sustained discussions about a range of topics. ▪ To offer an alternative explanation when other participants do not understand. ▪ To consider and evaluate different viewpoints in discussions. |
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Progression of Reading through the school

| | EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| Decoding | <ul style="list-style-type: none"> To use phonic knowledge to decode regular words and read them aloud accurately To read phonetically regular words of more than one syllable To read many irregular but high-frequency words To use phonic knowledge to pronounce unfamiliar vocabulary. | <ul style="list-style-type: none"> To secure phonic knowledge to decode words until reading is fluent. To speedily read all 40+ letters / groups for 40+ phonemes. To apply phonic knowledge with growing confidence to decode unfamiliar words. To read accurately by blending, including alternative sounds for graphemes. To read multi-syllable words containing these graphemes. To read common suffixes –es, -ing, -ed To read aloud a decodable text To read real and pseudo words. To read exception words noting unusual correspondence. | <ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word. To continue to develop a wider range of vocabulary. To use learnt strategies to work out unfamiliar words. | <ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words they meet. To continue to develop a wide bank of vocabulary. |
| Fluency, understanding & correcting inaccuracies | <ul style="list-style-type: none"> To read aloud and understand simple sentences. | <ul style="list-style-type: none"> To re-read books in order to build fluency and confidence in word reading To re-read books closely matched to their phonic knowledge. To read words accurately and fluently without overt sounding and blending To check that a text makes sense to them as they read and to self-correct | <ul style="list-style-type: none"> To read aloud books sounding out words accurately, automatically and without hesitation. To recognise punctuation, pausing at key moments. To use expressions and intonation with a growing awareness of the audience and purpose. To check that the text makes sense to them as they read and to correct inaccurate reading. | <ul style="list-style-type: none"> To read fluently using punctuation, expression and intonation of a growing vocabulary to create moods, showing an appreciation of the audience and purpose. To check that the text makes sense to them as they read and to correct inaccurate reading. To read 90 words + per minute accurately. |
| Range of reading See school canon of reading texts | <ul style="list-style-type: none"> To listen to and discuss some key stories and traditional tales. To listen to and join in with rhymes and poems. | <ul style="list-style-type: none"> To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently. To begin to relate what they read or hear to their own experiences | <ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and to read for a range of purposes. | <ul style="list-style-type: none"> To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structure in different ways and read for a range of different purposes. To make comparisons within and across a book. |
| Familiarity with texts | <ul style="list-style-type: none"> To appreciate rhymes and poems. To become familiar with some stories, traditional tales, rhymes and poems. | <ul style="list-style-type: none"> To become increasingly familiar with and retell a wider range of stories, fairy tales and traditional tales. To recognise simple recurring language in stories and poetry. To join in with predictable phrases from stories and poems. | <ul style="list-style-type: none"> To increase their familiarity with a wide range of books including fairy stories, myths and legends, and retelling some of these orally. To identify themes and conventions in a wide range of books | <ul style="list-style-type: none"> To increase their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To identify and discuss themes and conventions in and across a wide range of texts. |

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| Poetry & Performance | <ul style="list-style-type: none"> To appreciate and join in with simple rhymes, songs and poems. | <ul style="list-style-type: none"> To continue to build up a repertoire of poems learn by heart. Recite some poems and rhymes with appropriate intonation to make the meaning clear. | <ul style="list-style-type: none"> To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actions. To recognise some different forms of poetry. | <ul style="list-style-type: none"> To learn a wider range of poetry by heart, preparing poems and plays to read aloud and perform. Show an understanding through intonation, tone and volume so the meaning is clear to the audience. |
| Word meanings | <ul style="list-style-type: none"> To discuss word meanings. | <ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meaning to known vocabulary. To discuss their favourite words and phrases. | <ul style="list-style-type: none"> To use dictionaries to check the meaning of words that they have read. | <ul style="list-style-type: none"> To identify colloquial and slang words and discuss their meaning. |
| Understanding | <ul style="list-style-type: none"> To read and understand simple sentences. | <ul style="list-style-type: none"> To draw on what they already know or on background information and vocabulary provided by the teacher. To discuss the sequence of events of books and how items of information are related. To check that the text makes sense to them as they read and correct inaccurate reading. | <ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To identify main ideas drawn from more than one paragraph and summarising these. | <ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To summarise the main ideas drawn from more than one paragraph, identifying key details to support main ideas. |
| Inference | <ul style="list-style-type: none"> To answer 'how' and 'why' questions about their experiences and in response to stories or events. | <ul style="list-style-type: none"> To discuss the significance of the title and events within a text. To make inferences on the basis of what is being said and done. To answer and ask questions directly relating to what they have read in a text. | <ul style="list-style-type: none"> To draw inferences such as inferring characters' feelings, thoughts from their actions and justifying inferences with evidence. To use words within the text to support their explanations. | <ul style="list-style-type: none"> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To use quotations from the text to support their evidence. |
| Prediction | <ul style="list-style-type: none"> To say what might happen in a story. | <ul style="list-style-type: none"> To predict what might happen in a text from the beginning of the reading journey. (cover, title, picture, author) | <ul style="list-style-type: none"> To predict what might happen from details stated and implied. To identify links with other texts read – does it follow the same pattern? Begin to justify their predictions. | <ul style="list-style-type: none"> To predict what might happen from details stated and implied. To predict multiple outcomes based on what they have read. To use evidence to support their prediction |
| Authorial intent | | <ul style="list-style-type: none"> To know that authors choose certain words for effect and can begin to identify these in a text. | <ul style="list-style-type: none"> To discuss word and phrases that capture the reader's interest and imagination. To identify how language, structure, and presentation contribute to meaning. | <ul style="list-style-type: none"> To discuss word and phrases that capture the reader's interest and imagination and justify this with evidence. To identify and explain how language, structure, and presentation contribute to meaning. |
| Non-fiction | <ul style="list-style-type: none"> To know that information can be retrieved from books and computers. | <ul style="list-style-type: none"> To select information from non-fiction books for different purposes. To be introduced to non-fiction books that are structured in different ways. | <ul style="list-style-type: none"> To retrieve and record information from non-fiction books. | <ul style="list-style-type: none"> To distinguish between statements of fact and opinion. To retrieve and record information from non-fiction books. |

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| <p>Discussing reading</p> | <ul style="list-style-type: none"> ▪ To participate in discussions about what is read to them, taking turns and listening to what others say. | <ul style="list-style-type: none"> ▪ To participate in discussion about books, poems and other works that are read to them and those they can read for themselves. ▪ To explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read themselves. | <ul style="list-style-type: none"> ▪ To participate in discussion about books, poems and other works that are read to them and those they can read for themselves taking in turns and listening to what others say. ▪ To begin to provide justifications for their views. | <ul style="list-style-type: none"> ▪ To recommend books that they have read to their peers, giving reasons for their choices. ▪ To participate in discussions about books, building on their own and others ideas and challenging views courteously. ▪ To explain and discuss their understanding of what they have read, including through formal presentations and debates. ▪ To provide reasoned justifications for their views. |
| <p>Reading for pleasure</p> | <p>Pupils need to be given the opportunities to:</p> <ul style="list-style-type: none"> ▪ Recognise and join in with predictable words and phrases. ▪ Become familiar with some key stories and traditional tales. ▪ Appreciate rhymes and poems. | <p>Pupils need to be given the opportunities to:</p> <ul style="list-style-type: none"> ▪ Retell a variety of traditional tales and fairy tales. ▪ Recognise and join in with predictable words and phrases ▪ Build up a repertoire of poems learnt by heart. ▪ Discuss their favourite words and phrases. ▪ Listen to a variety of stories, classic and contemporary poems and non-fiction at a level beyond which they are able to access independently. ▪ Share their favourite stories with others. | <p>Pupils need to be given the opportunities to:</p> <ul style="list-style-type: none"> ▪ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ Discuss words and phrases that capture the reader's imagination. ▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking in turns and listening to what others say. ▪ Decide when a text does not engage them and change it for something new. ▪ Share and write reviews on books they have enjoyed. ▪ Perform some poems/songs they have learned. | <p>Pupils need to be given the opportunities to:</p> <ul style="list-style-type: none"> ▪ Recommend books they have enjoyed to their peers and younger children. ▪ Learn a wide range of poetry, songs and stories by heart. ▪ Perform longer poems in groups and individually. ▪ Share and write reviews on books they have enjoyed. |

Progression of writing through the school.

| | EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| Phonic & whole word spelling | <ul style="list-style-type: none"> To use their phonic knowledge to write words in ways which match their spoken sounds. | <ul style="list-style-type: none"> To know all the letters of the alphabet and the sounds which they commonly represent. To segment spoken words into phonemes and represent these by graphemes. To accurately spell most words containing the previous 40+ taught phonemes and GPC. To use letter names to distinguish between alternative spellings of the same sound. To recognise vowel diagraphs (split diagraphs) which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To spell some words in a phonically plausible way, even if incorrect. To distinguish between homophones and near-homophones To apply Y1 spelling rules and guidance. To apply Y2 spelling rules and guidance. | <ul style="list-style-type: none"> To spell some more complex homophones and near-homophones. To spell words that are often mis-spelt (appendix 1 NC spelling guidance) To apply Y3 spelling rules and guidance. To apply Y4 spelling rules and guidance. | <ul style="list-style-type: none"> To spell words with silent letters. To continue to distinguish between homophones and other words which are often confused. To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (appendix 1 NC spelling guidance). To apply Y5 spelling rules and guidance. To apply Y6 spelling rules and guidance. |
| Common exception words | <ul style="list-style-type: none"> To write some irregular common words | <ul style="list-style-type: none"> To spell all Y1 and Y2 common exception words correctly. To spell the days of the week correctly. | <ul style="list-style-type: none"> To spell all Y3 and Y4 common exception words correctly. | <ul style="list-style-type: none"> To spell all Y5 and Y6 common exception words correctly. |
| Other word building/spelling/spelling patterns | | <ul style="list-style-type: none"> Apply Y1 spelling rules and guidance Appendix 1 NC Apply Y2 spelling rules and guidance Appendix 1 NC | <ul style="list-style-type: none"> Apply Y3 spelling rules and guidance Appendix 1 NC Apply Y4 spelling rules and guidance Appendix 1 NC To use the first 2 or 3 letters of a word to check the spelling and meaning of words in a dictionary. | <ul style="list-style-type: none"> Apply Y5 spelling rules and guidance Appendix 1 NC Apply Y6 spelling rules and guidance Appendix 1 NC To use dictionaries to check the spelling and meaning of words |
| Transcription | <ul style="list-style-type: none"> To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. | <ul style="list-style-type: none"> To write from memory simple sentences dictated by the teacher that includes words, common exception words and punctuation taught so far. | <ul style="list-style-type: none"> To write from memory simple sentences dictated by the teacher that includes words, common exception words and punctuation taught so far. | <ul style="list-style-type: none"> To increase the speed of handwriting so that problems with forming letters do not get in the way of writing down what they want to say. |

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| Handwriting | <ul style="list-style-type: none"> ▪ To handle equipment and tools effectively, including pencils for writing. ▪ To begin to form letters correctly, starting and finishing in the right place when ready. ▪ To sit correctly at a table, holding a pencil correctly. ▪ To write simple words and sentences which can be read by themselves and others. | <ul style="list-style-type: none"> ▪ To form lower case letters of the correct size relative to one another. ▪ To start using diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another. ▪ To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ▪ To use spacing between words that reflects the size of the letters. ▪ To know which letters, belong to which handwriting 'family'. | <ul style="list-style-type: none"> ▪ To use the diagonal and horizontal joins that are needed to join letters and understand which letters when adjacent to one another, are best left un-joined. ▪ To increase legibility, consistency and quality of their handwriting. ▪ To confidently use diagonal and horizontal joins with increased fluency. | <ul style="list-style-type: none"> ▪ To write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ▪ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. ▪ Choosing the writing implement that is best suited for a task. ▪ To recognise when to use an un-joined style and capital letters. ▪ To confidently use diagonal and horizontal joins effectively. |
| Contexts for writing | <ul style="list-style-type: none"> ▪ To develop their own narratives and explanations by connecting ideas or events. | <ul style="list-style-type: none"> ▪ To write narratives about personal experiences and those of others. ▪ To write about real events ▪ To write poetry. ▪ To write for different purposes. | <ul style="list-style-type: none"> ▪ To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar for a range of purposes. | <ul style="list-style-type: none"> ▪ To identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models of their own. ▪ In writing narratives, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. |
| Planning writing | <ul style="list-style-type: none"> ▪ To develop their own narratives and explanations by connecting ideas or events. ▪ To say aloud what they are writing about. ▪ To compose a sentence orally before writing. | <ul style="list-style-type: none"> ▪ To plan or say aloud what they are going to write about. ▪ To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. ▪ To use story maps and mountains to create a narrative. | <ul style="list-style-type: none"> ▪ To discuss and record ideas. ▪ To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentences structures. ▪ To use story maps or mountains to plan ideas. ▪ To group ideas together for writing in paragraphs. | <ul style="list-style-type: none"> ▪ To note and develop initial ideas drawing on reading and research where necessary. ▪ To use story maps or mountains to plan ideas. ▪ To link ideas through coherent paragraphs. |
| Drafting writing | <ul style="list-style-type: none"> ▪ To write simple words and sentences which can be read by themselves and others. ▪ Some words are spelt correctly and others are phonetically plausible. | <ul style="list-style-type: none"> ▪ To write down ideas and/or key words, including new vocabulary. ▪ To sequence sentences into narratives. ▪ To encapsulate what they want to say, sentence by sentence. ▪ To re-read what they have written to check that it makes sense. | <ul style="list-style-type: none"> ▪ To organise paragraphs around a theme. ▪ In narratives, create settings, characters and plot. ▪ In non-narrative material, using simple organisational devices. | <ul style="list-style-type: none"> ▪ To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ▪ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. ▪ To use a wide range of devices to build cohesion within paragraphs. ▪ To use further organisational and presentational devices to structure text and to guide the reader. |

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| Editing writing | | <ul style="list-style-type: none"> ▪ To discuss what they have written with an adult or another pupil. ▪ To evaluate their writing with the teacher and other pupils. ▪ To re-read to check that their writing makes sense and that verbs are used correctly and consistently, including verbs in the continuous form. ▪ To proofread to check for errors in spelling, grammar and punctuation | <ul style="list-style-type: none"> ▪ To assess the effectiveness of their own and others' writing and suggesting improvements. ▪ To propose changes to vocabulary and grammar to improve consistency, including the accurate use of pronouns in sentences. ▪ To proofread for spelling and punctuation errors. | <ul style="list-style-type: none"> ▪ To assess the effectiveness of their own and others' writing. ▪ To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ▪ To ensure consistent and correct use of tense throughout a piece of writing. ▪ To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ▪ To proofread for spelling and punctuation errors. |
| Performing writing | <ul style="list-style-type: none"> ▪ To express themselves effectively, showing awareness of listeners' needs. | <ul style="list-style-type: none"> ▪ To read their writing aloud with appropriate intonation to make their meaning clear. | <ul style="list-style-type: none"> ▪ To read aloud their own writing to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. | <ul style="list-style-type: none"> ▪ To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. |
| Vocabulary | <ul style="list-style-type: none"> ▪ To leave spaces between words | <ul style="list-style-type: none"> ▪ To leave spaces between words ▪ To expand noun phrases to describe and specify. ▪ To join words and joining clauses using 'and'. | <ul style="list-style-type: none"> ▪ To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. ▪ To choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. ▪ To use conjunctions, adverbs and prepositions to express time and cause. | <ul style="list-style-type: none"> ▪ To use a thesaurus ▪ To use expanded noun phrase to convey complicated information concisely. ▪ To use modal verbs or adverbs to indicate degrees of possibility. |

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| Grammar | <ul style="list-style-type: none"> ▪ To write simple sentences. | <ul style="list-style-type: none"> ▪ To use regular plural noun suffixes (-s, -es) ▪ To use verb suffixes where the root word is unchanged (-ing, -ed, -er) ▪ To use prefix un- to change meaning of adjectives/adverbs. ▪ To combine words to make sentences, including using and. ▪ To write sentences with different forms: statement, question, exclamation, command. ▪ To use present and past tense correctly. ▪ To add some subordination (when, if, that, or because) ▪ To use some features of Standard English ▪ To use commas when creating a list ▪ To use apostrophe for omission and for singular possession ▪ To use suffixes to form new words (-ful, -er, -ness) | <ul style="list-style-type: none"> ▪ To always, maintain the correct tense throughout a piece of writing. ▪ To use present perfect form of verbs in contrast to the past tense. ▪ To form nouns using the prefix, super- and anti- ▪ To understand Standard English verb inflections (I did vs I done) ▪ To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions. ▪ To use the correct form of 'a' and 'an' ▪ To use a range of conjunctions, adverbs and prepositions to show time, place and cause. ▪ To expand noun phrases with the addition of modifying adjectives and prepositional phrases. ▪ To consistently choose nouns and pronouns appropriately to aid cohesion and avoid repetition ▪ To use fronted adverbials. ▪ To understand the difference between plural and possessive. | <ul style="list-style-type: none"> ▪ To ensure a consistent use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. ▪ To use a range of adverbs and modal verbs to indicate degrees of possibility. ▪ To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form. ▪ To use the subjunctive form in formal writing. ▪ To use the perfect form of verbs to mark relationships of time and cause. ▪ To use passive verbs to affect the presentation of information in a sentence. ▪ To use relative clauses with an implied relative pronoun. ▪ To convert nouns or adjectives into verbs. ▪ To use verb prefixes ▪ To use an ellipsis accurately ▪ To understand about synonyms and antonyms. ▪ To use question tags in informal writing. ▪ To understand the difference between informal and formal language. ▪ To use further cohesive devices such as grammatical connections and adverbials. |
| Punctuation | <ul style="list-style-type: none"> ▪ To begin to use capital letters and full stops within a sentence. ▪ To use finger spaces between words. ▪ To use a capital letter for their name. | <ul style="list-style-type: none"> ▪ To use all punctuation taught to them through the year. ▪ To use a capital letter for names, people, places, the days of the week, and the personal pronoun of I. ▪ To use capital letters and full stops to demarcate sentences. ▪ Use question marks and exclamation marks effectively. ▪ To use commas in lists and apostrophes to mark singular possession and contractions. | <ul style="list-style-type: none"> ▪ To use all punctuation taught to them through the year. ▪ To punctuate direct speech accurately using inverted commas. ▪ To use commas after fronted adverbials. ▪ To indicate possessive apostrophe with singular and plural nouns. | <ul style="list-style-type: none"> ▪ To use the full range of punctuation taught at KS2 correctly. ▪ To use hyphens or commas to avoid ambiguity. ▪ To use semi-colons, colons, dashes to mark boundaries between clauses. ▪ To use a colon to introduce a list. ▪ To punctuate bullet points. ▪ To use brackets, commas or dashes to indicate parenthesis |
| Grammatical terminology | Letter capital letter word sentence punctuation full stop question mark | Letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark noun noun phrase statement command compound adjective verb suffix adverb tense (past and present) apostrophe comma consonant vowel | Adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant vowel letter inverted commas (speech marks) determiner pronoun possessive pronoun adverbial | Modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points |